

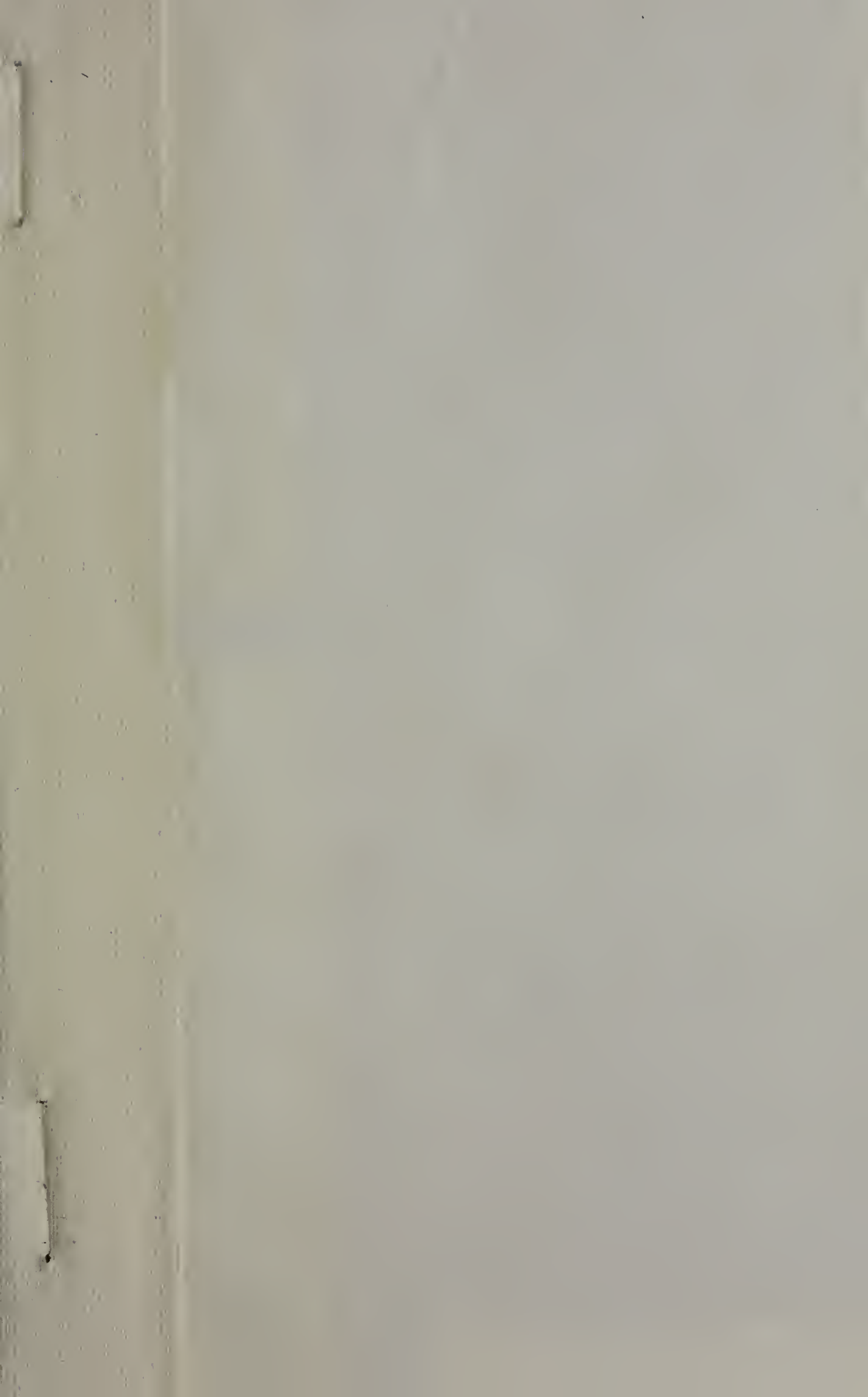
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Handbook

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New York State

LIBRARY SCHOOL

Albany, N. Y.

November 1897

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LIBRARY OF THE
UNIVERSITY OF ALBANY

Departments of the University

Administrative (Regents office)—including incorporation, supervision, inspection, reports, legislation, finances and all other work not assigned to another department.

Examination—including preacademic, professional student, academic, higher, professional, and any other examinations conducted by the regents, also credentials or degrees conferred on examination.

Extension—including summer, vacation, evening and correspondence schools and other forms of extension teaching, lecture courses, study clubs, reading circles and other agencies for the wider extension of opportunities for education for those unable to attend the usual teaching institutions.

State library—including general, law, medical and education libraries, library school, bibliographic publications, lending books to students and similar library interests.

Public libraries division. To promote the library interests of the state, which through it apportions and expends over \$40,000 a year for free public libraries. Traveling libraries are lent to local libraries or communities not yet having libraries.

Duplicate division. State clearing house, in which University institutions may exchange books or apparatus.

State museum—including all scientific specimens and collections, works of art, objects of historic interest and similar property appropriate to a general museum, if owned by the state and not placed in other custody by a specific law; also the research department and all similar scientific interests of the University.

University
of the
State of New York

Handbook 7

New York State LIBRARY SCHOOL

Albany, N. Y.

November 1897

CONTENTS

Relations to New York library system	3
Origin and object	8
Development	11
Relations to American library association	12
Faculty	22
Course and expenses	23
Methods of study	42
Outline of course	49
Credentials and degrees	67
Summer and correspondence courses	71
Alumni association	76
Positions	76

REGENTS

ANSON JUDD UPSON, D. D., LL. D., L. H. D.,
Chancellor

WILLIAM CROSWELL DOANE, D. D., LL. D.,
Vice-Chancellor

FRANK S. BLACK, B. A., Governor	}	<i>Ex-officio</i>
TIMOTHY L. WOODRUFF, M. A., Lieu- tenant-Governor		
JOHN PALMER, Secretary of State		
CHARLES R. SKINNER, M. A., LL. D., Superintendent of Public Instruction		

YEAR	In order of election by the legislature
1873	MARTIN I. TOWNSEND, M. A., LL. D. . . Troy
1874	ANSON JUDD UPSON, D.D., LL.D., L.H.D., Glens Falls
1877	CHAUNCEY M. DEPEW, LL. D . . . New York
1877	CHARLES E. FITCH, LL. B., M. A., L. H. D., Rochester
1877	ORRIS H. WARREN, D. D Syracuse
1878	WHITELAW REID, LL. D New York
1881	WILLIAM H. WATSON, M. A., M. D . . Utica
1881	HENRY E. TURNER Lowville
1883	ST CLAIR MCKELWAY, M. A., LL. D., L. H. D., D. C. L. Brooklyn
1885	HAMILTON HARRIS, Ph. D., LL. D . . Albany
1885	DANIEL BEACH, Ph. D., LL. D . . . Watkins
1888	CARROLL E. SMITH, LL. D Syracuse
1890	PLINY T. SEXTON, LL. D Palmyra
1890	T. GUILFORD SMITH, M. A., C. E . . . Buffalo
1892	WM. C. DOANE, D. D., LL. D Albany
1893	LEWIS A. STIMSON, B. A., M. D . . . New York
1894	SYLVESTER MALONE Brooklyn
1895	ALBERT VANDER VEER, M. D., Ph. D . Albany
1897	CHESTER S. LORD, M. A Brooklyn

Elected by the regents

1888 MELVIL DEWEY, M. A., *Secretary* . . Albany

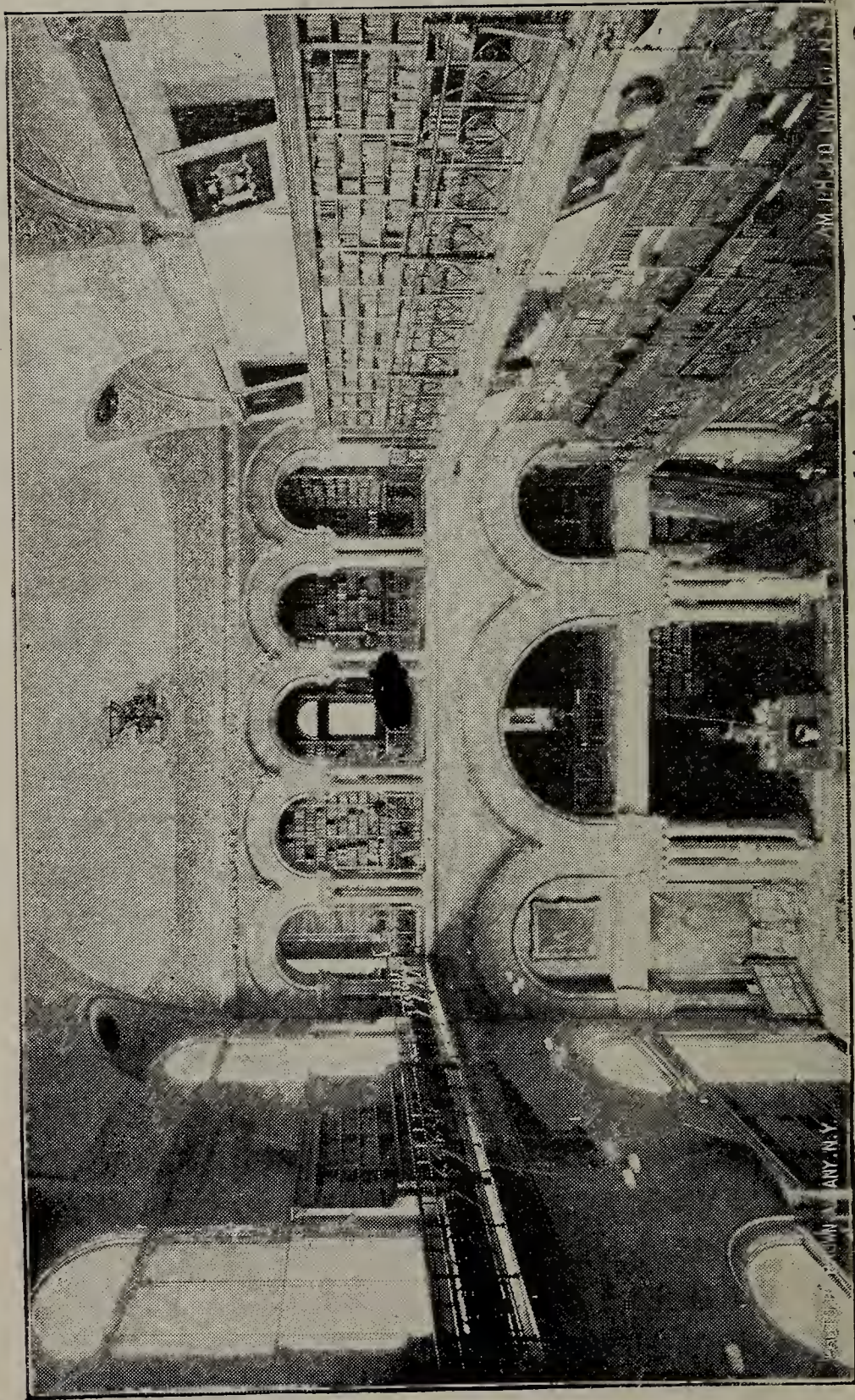
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University of the State of New York

New York State Library School

Relations to New York library system.

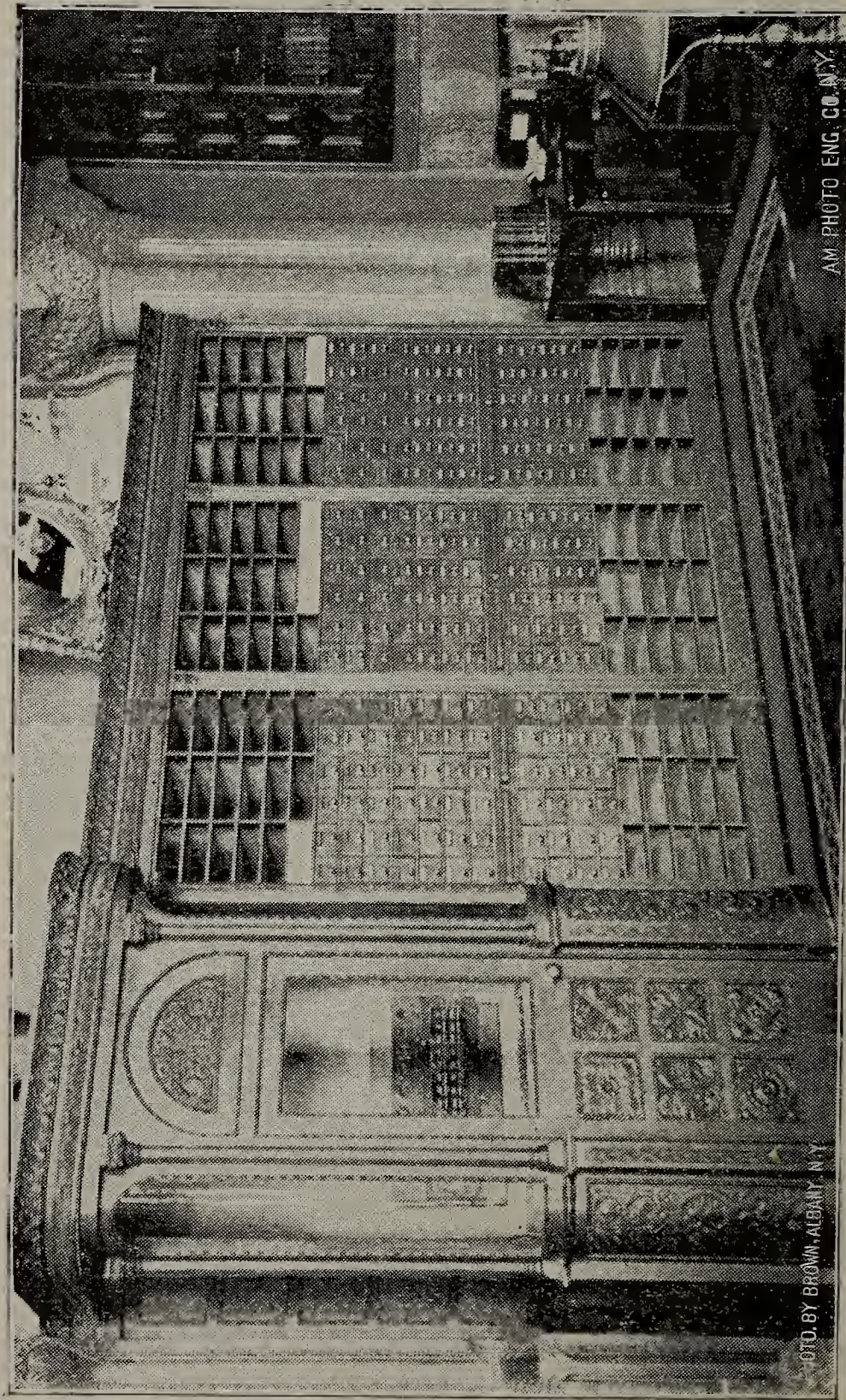
While the University of the State of New York, incorporated May 1, 1784, is a supervisory and administrative, not a teaching body, a brief statement will show that the Library school was an essential factor in the new work undertaken at the time of the reorganization of the University in 1889. The regents of the University were made sole trustees of the state library in 1844 and by the new University law are made distinctly responsible for the library interests of the state. When they undertook the necessary study of the problem, they found that New York had led all the states in caring for that education which can be given to the people at large only through public libraries. In 1838 it established the district library system, and its example was followed by 20 other states. The system seemed to flourish for 15 years, at the end of which there were 1,600,000 volumes in the district libraries. Decline began with the changes in rules made at the time of the establishment of the department of public instruction, by which the system was administered.



Room 35 Central reference room, looking north

\$55,000 a year had been appropriated for these libraries from the first, but the number of volumes which should have steadily increased with wise use of the \$2,000,000 appropriated during 40 years actually fell one half. Careful examination of the causes shows clearly that this comparative failure was due to lack of proper administration, and that if the taxpayers' money was to do its full work there must be systematic training in the elements of librarianship for those who were to carry on this important form of educational work. Acting on this conviction, the regents on December 12, 1888 elected as director of the state library, to take charge of the greatly increased library interests of the University, the chief librarian of Columbia college, largely because of his interest in general library work which had led Columbia to offer some of the essential library training for which the state thus far had made no provision in its public library system.

Such training could clearly be best and most economically given, not at a college, but in the state library and in daily communication with the department intrusted with the administrative library work of the state.



OTO. BY BROWN ALBANY, N.Y.

AM PHOTO ENG. CO. N.Y.

Room 35 Telephone closet and card catalog

Thus in the library field the state must repeat its experience with the public schools, from which no satisfactory results could be had in spite of great appropriations till normal schools and academic training classes were established to prepare teachers for their work. The law as it stands in the last revision under which the regents carry on this work is:

§ 48 **Advice and instruction from state library officers.** The trustees or librarian or any citizen interested in any public library in this state shall be entitled to ask from the officers of the state library any needed advice or instruction as to a library building, furniture and equipment, government and service, rules for readers, selecting, buying, cataloging, shelving, lending books, or any other matter pertaining to the establishment, reorganization or administration of a public library. The regents may provide for giving such advice and instruction either personally or through printed matter and correspondence, either by the state library staff or by a library commission of competent experts appointed by the regents to serve without salary. The regents may, on request, select or buy books, or furnish instead of money apportioned, or may make exchanges and loans through the duplicate department of the state library. Such assistance shall be free to residents of this state as

far as practicable, but the regents may, in their discretion, charge a proper fee to non-residents or for assistance of a personal nature or for other reason not properly an expense to the state, but which may be authorized for the accommodation of users of the library.—*Laws of 1892, ch. 378*

Origin and object. On May 7, 1883, President F. A. P. Barnard submitted to the trustees of Columbia college the proposition of their chief librarian, Melvil Dewey, to open a school for training librarians. Extracts below show the reasons for that proposal.

“In the past few years the work of a librarian has come to be regarded as a distinct profession, affording opportunities of usefulness in the educational field inferior to no other, and requiring superior abilities to discharge its duties well. The librarian is ceasing to be a mere jailer of books, and is becoming an aggressive force in his community. There is a growing call for *trained* librarians animated by the modern library spirit. A rapidly increasing number of competent men and women are taking up the librarian's occupation as a life work. Thoughtful observers say that public opinion and individual motives and actions are

influenced not so much by what is uttered from the rostrum or the pulpit as by what is read, that this reading can be shaped and influenced chiefly and cheaply only through the library, and therefore that the librarian who is master of his profession is a most potent factor for good.

“In our colleges every professor and every student, in whatever department, necessarily bases most of his work on books, and is therefore largely dependent on the library.

“Recognizing the importance of this new profession and the increasing number of those who wish to enter it, we are confronted by the fact that there is absolutely nowhere any provision for instruction in either the art or science of the librarian's business. Prominent library officials tell us that it is no uncommon occurrence for young men and women of good parts, from whom the best work might fairly be expected, to seek in vain for any opportunity to fit themselves for this work. It is simply impossible for the large libraries to give special attention to training help for other institutions. Each employee must devote himself to the one part of the work that falls to his share, so that he can know little of the rest, except

what he may learn by accidental and partial absorption of methods. There is a constantly increasing demand for trained librarians and catalogers, and there is no place where such can be trained. A limited number may be here and there found who have had experience in certain parts of library work, but few who have been systematically trained in any one thing, and fewer still who have had such training in all. The few really great librarians have been mainly self-made, and have attained their eminence by literally feeling their way through long years of darkness.

“Such a school is called for, not only by the inexperienced who wish to enter on library work, but by a growing number of those already engaged in it. Of the 5000 public librarians in the United States, not a few would gladly embrace such an opportunity to bring themselves abreast of modern library thought and methods; and their employers would find it economy to grant the necessary leave of absence. If it be true, as is so often stated, that 10,000 volumes cataloged and administered in the best way are more practically useful than 30,000 treated in an unintelligent or ineffi-

cient manner, then it is of the greatest importance to advance by every possible means the general standard of library work throughout the country."

This proposal resulted after a year's careful consideration in a vote establishing the Columbia college school of library economy under direction of the chief librarian, who was made professor of library economy.

Development. The school was opened January 5, 1887, as an experiment, with a class of 20, though the limit was first set at 10. On petition of the class, a fourth month was added to the three-months course in library economy first announced; and at its end most of the class enrolled for the second year then offered, while some asked for a third year. Experiment thus proved the demand for this technical training to be not only larger than had been realized but also for broader and more thorough work than that originally planned.

Beginning with the second year, while the short course was practically maintained for those who could do no more, the full annual session was extended from four to seven months and the course broadened in both library economy and bibliography. The

second or senior year offered study and training in higher grades of work with a review of the junior course.

The school was continued at Columbia till April 1, 1889 when by agreement between the Columbia trustees and the regents of the University, it was transferred to the state library at Albany with its faculty, books, pamphlets, illustrative collections and all special matter accumulated for its use. From the time of the transfer, the school has steadily increased its requirements for admission and the extent and thoroughness of its teaching.

RELATIONS TO AMERICAN LIBRARY ASSOCIATION

This national organization includes nearly all prominent American librarians and fully represents general library interests. While the school has no organic connection with it, the great importance of library training has led to the appointment every year of a committee to visit the school, study its workings and report to the next meeting the frank opinions of disinterested experts of recognized position in the profession as to the value of its work.

A few extracts from these reports in the

official proceedings are given to show how the school has from the first had the strongest interest, sympathy and support from the American association as well as from the leading individual libraries and librarians. A corresponding interest has been shown in other countries, notably in Great Britain, Italy, Germany and France, where efforts are making to secure similar professional training.

Thousand Islands meeting, 1887. S: S. GREEN, public librarian, Worcester, Mass., reported for the committee on the school:

“Hearty thanks from the librarians of the United States and from all friends of libraries and of education in this country are due to Mr Melvil Dewey for the strenuous efforts which he has made to establish a school of library economy.

“Before he entered upon that undertaking, we had incurred a heavy weight of obligation because of his enthusiastic and well-directed efforts to bring about an organization of the librarians of the United States, and to found the *Library journal*, and for numerous and fruitful suggestions in regard to the management of libraries.

“I was delighted with what I saw at the

school. The director, teachers, and pupils, all engaged in the work of the school with manifest enthusiasm. Energy and wisdom were apparent in administration. The instruction given was thorough, and liberal. The devotion of the scholars was remarkable, and their intelligence, capacity, and preliminary general education very noticeable."

Mr W: E. FOSTER, public librarian, Providence, R. I., stated that the school had in its very first year closely approximated to the conception presented as desirable in advance, and that its "spirit" was not merely one of enthusiasm, but of complete devotion to the work, as shown in many ways; notably in the refusal of library positions by some pupils in order to complete their course, in the pupils' petition for an extension of the term, and in their evident preference for the school and its discipline over the various attractions of the city; and that the whole aspect was very promising for the future.

Miss HANNAH P. JAMES, librarian Osterhout free library, Wilkes-Barré, Pa., of the committee reported:

"What specially impressed me at the

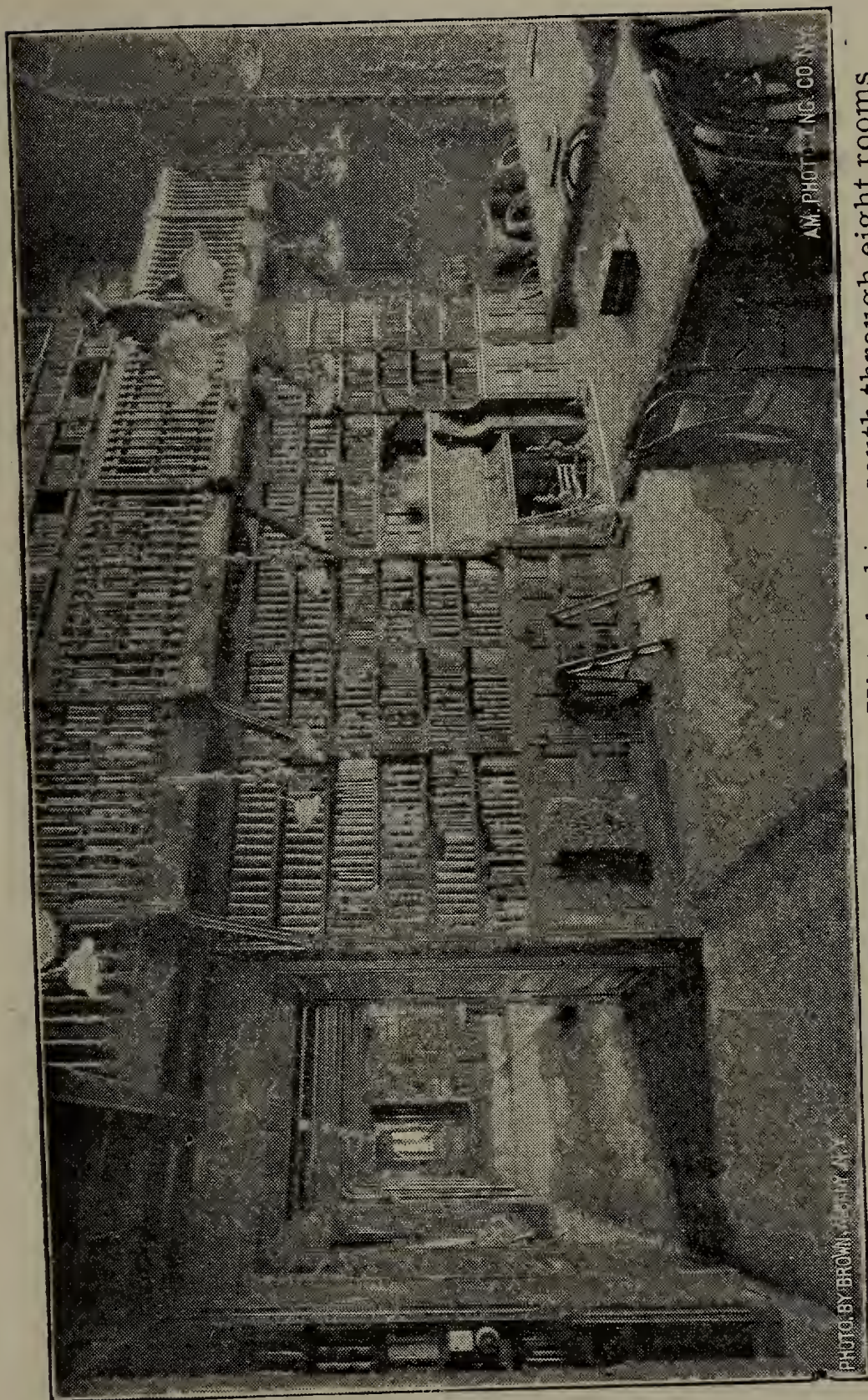


PHOTO BY BROWN, 100 N. 4th St.

Room 38 Second law reading room. Vista looking south through eight rooms

school, apart from the enthusiasm of the students, which was almost phenomenal, was the *breadth* of the teaching which was aimed at. Not only was library work of every description, from the minutest detail to the broadest generalization, carefully considered, but the utmost pains were taken that no *one* system should be taught exclusively.

“The Dewey system was taught as a matter of course, but all other systems had a fair and candid hearing, and the students were constantly obliged to do their own thinking, and arrive at their own conclusions after a fair exposition and discussion of other methods had been presented by different visiting librarians.

“No more delightful task ever fell to me than to speak on library work to a class of such eager, interested listeners, and I know I only voice the experience of others in saying so. The many questions asked concerning the methods I had touched on were so direct and practical as to show the excellence of the training and the earnestness of the students.

“I felt that a grand and needed work was well begun, and that the aim of the school was in the right direction.

“The school will continue to be of the utmost *practical* value, and its establishment marks the beginning of new life and zeal in library administration.”

St Louis meeting 1889. W: E. FOSTER, public librarian, Providence, R. I., said, “Nowhere is a soberer view taken of library methods and responsibilities. The school has been fortunate in its material from the beginning. There is an intelligent set of minds, ability to learn, and the students show a perfect grasp of the situation. An important change puts it on a firmer basis and I would suggest that we express recognition of this fact.”

The committee on resolutions introduced the following which was unanimously adopted:

Resolved, That the American Library association hereby expresses its high appreciation of the action of the regents of the University of the State of New York, in continuing the school of library economy; and with a desire to aid in securing the greatest efficiency of the school, the library association appoints a committee of three as a committee of correspondence with the authorities of the school. Said committee is hereby instructed to inquire in what way they can be of service in promoting the

objects for which the school is conducted, and to render such service to the extent of their power.

San Francisco meeting, 1891. FRANK P. HILL, public librarian, Newark, N. J., reported as follows :

“ What the school does

“ 1 It offers the aspirants for library honors the same opportunities granted the lawyer, the doctor, the minister, each in his chosen profession. The students have a well defined purpose in view and intend to carry it out.

“ 2 It brings together those who are interested in the subject. The very elect go there. No drones are admitted, or, if they do get in, soon find the pace too fast and quietly retire.

“ 3 It starts and educates the pupils in the right way, and prepares them for the real work which begins in the library proper.

“ 4 The course of training gives the pupils an insight into the most approved methods of management and systems of classification adopted by the larger libraries in the country; and by occasional visits to the library centers they are enabled to see how

the work is carried on. So when the graduates go forth, they are not wedded to one particular theory, but are prepared to grasp any.

“5 It keeps librarians and assistants on their mettle all the time. They don't want the school to get ahead of them. One good Library school woman will put more snap into a staff than any amount of scolding, flattery, or A. L. A. conferences.

“6 It places library work on a more elevated plane, by making of it a recognized science.

“7 It teaches trustees and the public to have greater respect for the calling of a librarian; for they find at the school not mere enthusiasts, but earnest, thoughtful, far-seeing students fully alive to the requirements of the times, and prepared to enter whole-souled into this great educational work.

“8 It shows trustees where they can find competent employees. I do not mean to say there isn't good material in the libraries of to-day; but I do contend that there is a surplus of poor stock among us, and whatever can be done to improve the quality merits approval.

“ 9 It has resulted in giving to new libraries trained and competent people, who could lay a good foundation and build upon it; and where a library school pupil has been put in charge of an old library better service has been the outcome.

“ 10 Wherever its existence is known, would-be applicants for library positions are deterred from becoming candidates. Boards of trustees now recognize the fact that local talent is not always the best.

“ The time will come, and that soon, when trustees will no more think of taking an inexperienced person for librarian or assistant, than they would of engaging the services of a mining engineer to erect their building. Before the school was established trustees seldom thought of going outside the city for library help. They felt they must select some local man or woman. Times are better now.

“ Finally: Every graduate is a living example of the usefulness of the Library school.

“ Rapid strides have been taken since 1887. Every year adds to its reputation, and in this success librarians rejoice. The school has settled down to staid, definite work.

“From inquiries made of other librarians, supported by my own experience, it is conclusively proved that the pupils, as a rule, underrate rather than overrate their own ability.

“A few words in the way of criticism: If anything the entrance examinations are too severe. Perhaps not too much so to secure the best material; but it seems to me that just as good results might be obtained with a little lower standard. For instance, applicants who have had library experience, and appear to be imbued with the “proper library spirit,” might be taken on trial even though they fail to pass the examinations, for it isn’t always the best educated person who makes the best librarian. It is quite as necessary to know how to meet and treat people who visit the library as to know books; and the former is as hard for some to learn as is the latter for others. A happy medium is desirable.

“To librarians I would say: Steer clear of the Library school unless you are as enthusiastic as the instructors and pupils, and are fully prepared to answer all manner of questions.

“In my judgment the school is here to

stay, and will continue to increase in usefulness until it shall be recognized and accepted by the great brotherhood of librarians and the community at large, as the most powerful agent in shaping successful library workers."

FACULTY

MELVIL DEWEY, M. A., *director*. Library economy, 1884-

Mrs SALOME CUTLER FAIRCHILD, B. L. S. (N. Y.) *vice-director*. Cataloging, loan systems, reading, 1887-

FLORENCE WOODWORTH, *director's assistant*, 1889-

WALTER STANLEY BISCOE, M. A. Bibliography, classification, history of libraries, 1887-

ADA ALICE JONES, *secretary of faculty*. Advanced cataloging, 1889-

DUNKIN VAN RENSSELAER JOHNSTON, M. A. Reference work, binding, 1890-

MAY SEYMOUR, B. A. Library printing and editing, 1890-

EDITH DAVENPORT FULLER. Dictionary cataloging, 1894-

WILLIAM REED EASTMAN, M. A., B. L. S. (N. Y.) Library buildings, 1895-

MARTHA THORNE WHEELER, Indexing, 1895-

COURSE AND EXPENSES

General plan. The library school, like law and medical schools, offers only a technical course, presupposing college training, and often following years of active work. It therefore confines itself strictly to its peculiar work, making no attempt to give general culture or supply deficiencies in earlier education. Incidental instruction in language, literature, history, science or art, is limited to what the librarian must know to do his technical work intelligently.

Not only are the subjects studied closely limited by the end in view, but the methods have less of the usual text-book and recitation, and more of systematic apprenticeship in which every effort is made to advance the learner rapidly rather than to keep him an apprentice as long as possible. Its students are thoroughly in earnest, anxious to profit by every opportunity, and therefore do not need the same influences to secure effective work that are used with younger pupils.

Preparation recommended for librarianship. 1 Completion of a full high school course. This is the minimum even for students not candidates for graduation.

The school in February, 1891, decided to refuse its instruction to those lacking this minimum of general education. Since that time other professional schools have adopted the same standard. Librarianship, much more than law or medicine, demands general preliminary education, and it is folly for any one to think of entering even its subordinate positions before completing a full high school course.

2 Completion of a four years' course in one of the best colleges. A second, third or even fourth-rate college is better than none, but no more time and little more money are necessary in one of the few colleges thoroughly equipped than in one of the hundreds that are really little better than high schools. It is doubly important to select the best, as the object of this course is the broadening effect of college residence as much as the opportunity for study under good instruction. If quite impracticable to complete the full college course, candidates should stay as long as possible. The library school requires from its regular students two years of college work as a minimum of general education. It is possible to take these

studies at home or under private instruction, but this is highly undesirable as the very great advantages of college residence are thus lost.

In college the chosen profession should influence the election of subjects; for general library work the most important are literature, history, social and economic sciences, and in languages, German, French, Latin and Italian in the order named. In modern languages rapid and easy translation is much more important to a librarian than philologic and grammatical refinements. As for other subjects, the librarian, more than any one else, needs to know a little of everything, and may wisely elect a greater variety than ordinary students. He should not forget, however, that thorough study of a few subjects, specially in the earlier years, will teach him methods and give him mental training and habits that will best enable him to gain familiarity with many other subjects after graduation.

3 The two years' library school course of lectures, reading, problems, seminars, object teaching and visits, with actual experience in doing the various kinds of work necessary in every considerable

library. This apprenticeship gives a practical appreciation of the real nature of the work not otherwise to be obtained by any amount of study, reading, lectures or observation.

As with the college course, an inferior substitute is better than nothing and those who can not take the regular course in the school should attend the summer class and carry on the correspondence work under direction of the school. It is doubly important that those in the correspondence class or studying privately should attend the summer class, where they can meet the teachers personally, discuss topics with other students and have for a few weeks the advantages of the school's peculiar experience in teaching these new subjects and of its unequaled collection of illustrative material essential to the most intelligent work.

4 Experience. The faithful student who has in this way spent two years in training should then be ready *to begin* a successful career. With such a start he will add almost daily some new experience to increase his value. While having very great advantages over those without a technical education, the graduates of the library

school are no more prepared to take their places at once on a par with librarians of long experience, than the recent graduate of a medical or law school is prepared at once to undertake the great cases or difficulties of his chosen profession. As a rule, the young librarian may wisely follow the example of the young lawyer and secure the position of an assistant to an older member of recognized standing in his profession. But these two years given to study should enable a promising candidate, after having taken this subordinate position, to grow to something higher with a rapidity and certainty not to be expected from one who had not had these unusual opportunities for laying a deep and broad foundation, and for acquiring the inspiration and momentum essential to the most successful start in one's chosen life work.

Admission. Candidates must be not less than 20 years of age, and of recognized fitness and character. Graduates of registered colleges may be admitted without examination as to general scholarship, but will be examined in German, French or any other subject required by the entrance examination, in which they

may be deficient. Only those holding regents diplomas^a or who are graduates of high schools or academies registered by the regents as maintaining a proper academic standard are admitted to entrance examinations.

As every law, medical or dental student in the state must have a regents certificate of general preliminary education, and as these students come from all parts of the world, the regents list of registered schools and colleges is very large. Any really good institution will be registered if the required evidence as to its standing is submitted.

While a college education is important as a preparation, it is not yet required in all cases. Many of the most successful librarians have not been college-bred, and exaction of a degree for admission might shut out many whose work hereafter would be most credit-

^a These diplomas are issued to those who pass examinations on subjects equivalent to a full high school course. Candidates who have never graduated from a high school must therefore be examined on these studies and secure the regents diploma before they can be admitted to the library school entrance examinations. Full details of the regents academic examinations system will be found in the handbook, to be had free on application to the Examination department, University of the State of New York, Albany, N. Y.

able. Still college-bred candidates are strongly preferred because:

1 They are a picked class selected from the best material throughout the country.

2 College training has given them a wider culture and broader view with a considerable fund of information, all of which is valuable working material in a library as almost nowhere else.

3 A four years' course successfully completed is the strongest voucher for persistent purpose and mental and physical capacity for protracted intellectual work.

4 Experience proves that the discipline so gained enables the mind to work with a quick precision and steady application rarely found in one who lacks this thorough college drill.

Application for admission should be made as early as practicable on the blanks provided. The sole purpose of the school being to advance library interests and elevate the profession, the number of admissions to the regular class from each year's applicants is closely limited to those who give best evidence of fitness to meet satisfactorily the demands of their chosen life work.

Experience proves it very difficult for

students to enter after the opening of the year and successfully make up the required work. Hereafter no candidate will be admitted except on the day fixed, unless he first:

- 1 Passes the required examinations, paying personally the extra cost of the needed special examination.

- 2 Employs a tutor at one dollar a day for the private instruction necessary before he can take the regular class work successfully.

- 3 Gives evidence of strength and ability to make up successfully for the time lost.

Admission to senior class. An important change of policy went into effect October 1896, by which completion of junior work does not necessarily imply admission to the senior class. Henceforth class work and examinations and those personal qualifications which make or mar success will be weighed, and only those who seem likely to render important service in the library profession will be received for the second year.

Preparation in English. With the class entering in 1895 the requirements in English were materially strengthened. The regents ordained that no credential should be issued by the University to a candidate seriously defective in his use of the

mother tongue, unless stamped across its face, "Deficient in English." The school is unwilling that its graduates should discredit themselves and their teachers by using incorrect English in articles, reports, bulletins or correspondence, however creditable may be their knowledge of bibliography, library economy and cataloging. No separate admission examination in English is given, but any student whose papers on other subjects or later work in the school shows defective training in English will be required to make good the deficiency before graduation. Every candidate should have had at least the English represented by the regents academic examination in first, second and third year English, of which details are given in the *Academic syllabus* to be had for 25 cents from the Examination department, University of the State of New York, Albany, N. Y.

Subjects for entrance. Candidates are examined in literature, history, general information, and in first year^a German,

^aBy a year's work in any subject is meant what should be accomplished by an average student pursuing it as one of the three daily studies during a school year of 40 weeks. A full year's work is therefore 12 counts.

first year French and in a third year of language work, which may at the candidates' option be second year German, second year French or one year of any other foreign language. Entrance examinations aggregate 24 counts^a and assume that besides completing a high school course or its equivalent, candidates have done at least two years' advanced work.

Entrance requirements have been increased because the library public demands and is willing to pay for better preparation. The average salary received by graduates has increased 50 per cent within five years, and candidates must have greater maturity and fuller general education to meet the increased demands. For those unable to meet the added requirements needed facilities are provided by the summer and correspondence courses and the various library schools and training classes already established with graduates of the school as teachers.

As there are many more candidates than the school can possibly admit it has seemed

^a By a "count" is meant 10 weeks work in one of three daily studies.

just to limit its unusual facilities to those willing to make most thorough preparation.

48 counts or a full high school course is required before any candidate is admitted to the examinations, which are based on 24 counts more or two years of work in advance of high school graduation. The two years' course in the library school with thesis and bibliography aggregates 24 counts more, so that no student receives the diploma of the library school till he has completed 96 counts, representing a total of eight full years' work in preparation for his profession after completing the grammar school course.

To become eligible for degrees, which are conferred only on honor graduates, students must have passed three fourths of the counts for entrance as well as of the school course with honor; i. e. at 90 per cent.

Time of entrance examinations. These are held at the time of the regular regents examinations during the five days ending the third Friday in June, in any of the 602 regents schools in New York where there is a candidate.

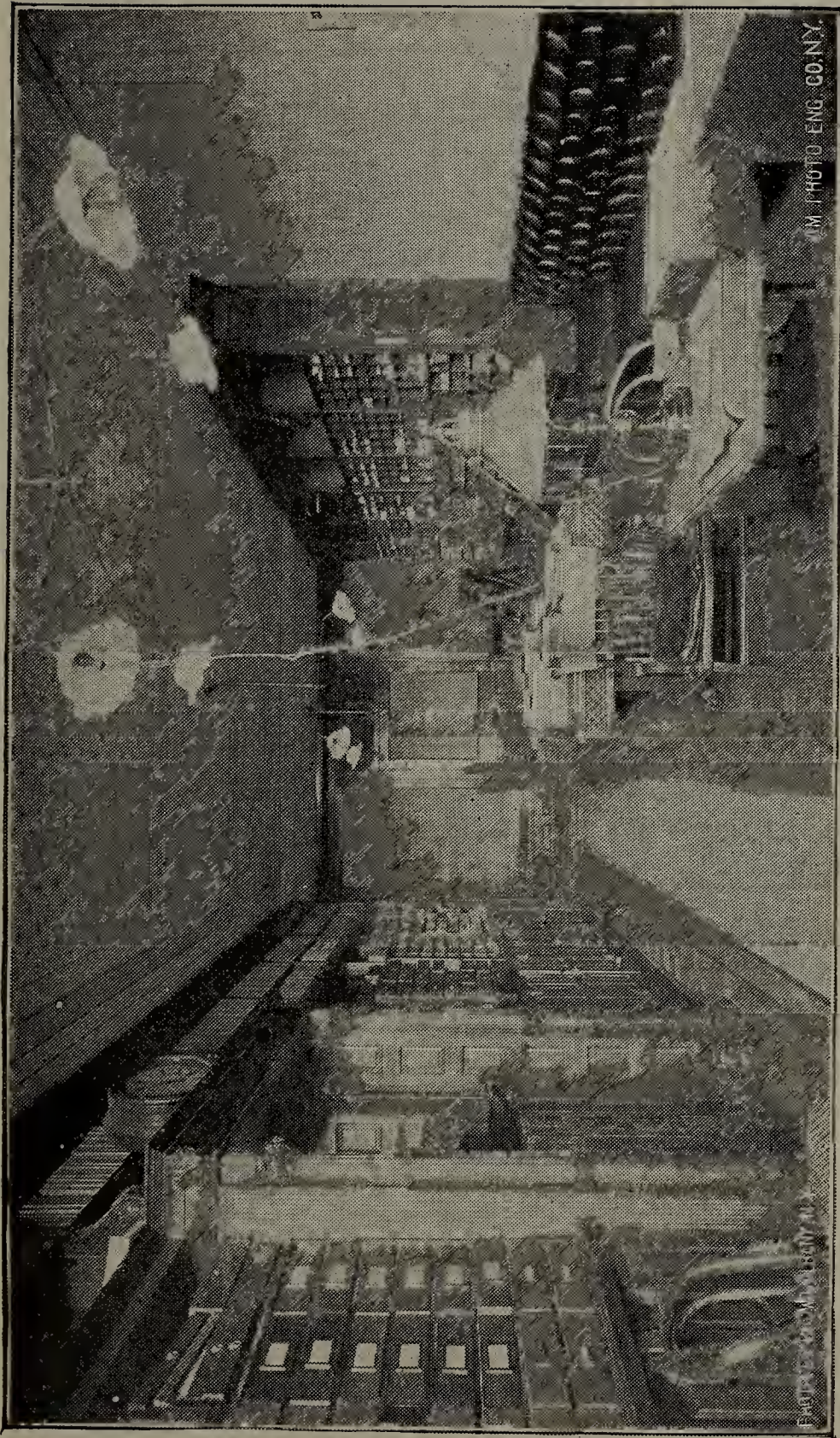
Examinations are also held at various central points where special examiners are

appointed, and candidates outside the state are notified two weeks or more in advance, of the nearest point where the examination can be taken. No papers are accepted unless accompanied by affidavit of an examiner, present during the whole time, that the regents' stringent rules were strictly enforced.

There are no fees for these examinations in New York, but candidates in other states pay \$5 each to the local examiner to cover part of the extra expense involved.

Special students. The large number of candidates who have prepared to take the full course makes it difficult and often impossible to admit special students, but librarians or assistants of sufficient experience and capacity who wish special instruction are admitted more freely than other candidates. The largest liberty is accorded them and they may select lectures and instruction with either or both classes, and often accomplish more in a given time than regular students because of previous experience and definite aim. (*See also Summer and correspondence classes*, p. 71-74.)

School year. The regular course is two college years called junior and senior, each of



Room 41a Looking north. Director's office

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PHOTOGRAPH BY M. J. BROWN

about 38 weeks, beginning the first Wednesday in October and continuing till the fourth Friday in June. The course of study is planned on the basis of a continuous session of five days a week, eight hours a day, or 40 hours a week for 38 weeks, omitting only legal holidays.

To each student is given a private table for work and study, and shelves, pigeon holes and drawers for books, stationery, models, etc. All these are available for individual reading, study and library work from 8 a. m. to 10 p. m. daily, thus making private rooms for study unnecessary.

Holidays and recesses. There are no exercises in the school on legal holidays, Election, Thanksgiving, Christmas, New year's, Lincoln's birthday, Washington's birthday and Decoration day, Monday mornings, or Saturday afternoons, these being left free for individual or outside work or recreation, though the library is open for work from 8 a. m. to 10 p. m. every day in the year except Sundays and after 6 p. m. on legal holidays. Students are advised to limit their daily work to eight hours and to give at least one hour daily to outdoor exercise.

For the convenience of some students who prefer to work more than five days a week and have their time free during the holidays, there are no class exercises from December 24 to January 2 inclusive, this time being allowed for theses, bibliography, practice work, study of the school collections and other individual duties. The average student will find it necessary, however, to work during these 10 days or to use part of the weekly holiday. Ten days at Easter are devoted entirely to annual visits to prominent libraries for comparative study.

Vacation work. Many students find it wise to use one or two of the three summer months in library work. Some find temporary work in other libraries, while others prefer to get their individual school work well ahead in order to profit more from the class work during the regular session, for every earnest student finds that he can use to excellent advantage much more than the time allotted to class work.

Fees. While the school is distinctly authorized by law (laws of 1892, ch. 378, §48) no appropriation has ever been made for its support. The unequaled facilities of the

state library are free. Several members of the library staff in addition to time given to the students in exchange for their work under supervision for the state, have given without compensation much time out of official hours, and many of the leading librarians of the country have for years liberally given their services. The law authorizes the regents to charge suitable fees and to use the receipts therefrom for the necessary extra expenses, for which no other provision has been made.

After careful computation of the value of students' services, payment is unevenly distributed because during the first three months students are not only unable to render any assistance of value to the state library but also require more time from teachers and more individual correction of exercises.

The total tuition, lecture and incidental fees for the entire course of two years are: for residents of New York state \$80, for non-residents of the state \$100. These

fees are to be paid as follows: By residents of New York, \$40 in October and \$20 in January of junior year; by non-residents of New York state, \$50 in October and \$30 in January of junior year.

The total fee for the senior year both for residents and non-residents is \$20 payable in October.

In May and June of junior year and all of senior year the state library work is so adjusted as to allow students to render services equivalent to the time spent by staff and faculty in personal criticism and supervision, and thus to apply the principles studied and to gain in actual library work the experience necessary to prove and develop their judgment and capacity. This practical test is a chief factor in determining relative ability and placing each student where he is likely to attain the highest success. Without this practice, in which cataloging is specially prominent, independent library work could much less safely be undertaken.

Students' work for the state library is distributed as follows:

Junior year, Jan. 3—April 30, 16 weeks, one hour daily; May 1 (University day) to close of year, four hours daily, a total of 225 hours.

Senior year, 40 weeks, two hours daily, or a total of 350 hours after deducting allowances for visits, holidays, etc.

Fees for short periods are \$20 a month for the lectures and instruction of the regular class. For special instruction the fee varies with subject and length of course; but special instruction outside the class exercises can not be promised. If competent teachers are available, it will be given on payment for the actual time required at the rate of the annual salary. In other words, the state provides the library and all its facilities for the free use of students, but they must pay for the actual expense of any personal instruction or assistance.

Other expenses. Suitable board and rooms cost from \$5 to \$9 per week. There are no extras charged at the school, and really necessary incidental expenses are slight. Each student should allow \$25 a year for the annual visit of the school to the

New York or Boston libraries, and \$20 a year for text-books, note-books, catalog cards and various technical fittings and supplies to be retained as personal property.

Outside and personal expenses vary with circumstances and taste. It is very desirable that each student should improve some at least of the unusual opportunities for buying important reference books and aids at the greatly reduced prices conceded by publishers interested in this work; but all such expenses are wholly optional.

The most economical can hardly meet necessary expenses for less than \$300 a year.

Outside work. The work of the school is exacting and taxes the full time and strength of the best prepared. Students should, therefore, make no plans for outside work during the school year.

Those who prove their capacity in junior year may compete for the prize scholarships, and the most successful graduates are eligible for the prize fellowships if they wish to continue their studies under direction of the faculty for a third year. (*See p. 70-71.*)

METHODS OF STUDY

Practical training is the end sought. Therefore, besides its regular courses of instruction, lectures and reading, the school uses seminars, problems, study of various libraries in successful operation, and, chiefly, actual work in a library, in such proportion as experience proves will give the best results.

Lectures. Interest is developed, needed inspiration given, and information otherwise inaccessible is imparted in a series of lectures, supplementing the course of formal instruction, and given by a select list of eminent librarians, inventors or leading advocates of various systems and theories in library science, experienced educators, publishers, booksellers, printers, binders and others having allied interests.

Reading. Students are directed to books, pamphlets, and articles in periodicals and transactions bearing on their studies and practice, to be found in the very extensive special library collected by the school on the subjects of study. Critical estimates of the books, pamphlets, and articles are given, with cautions where allowance must be

made for peculiar circumstances of authors' prejudices. The reading is followed by reports, summaries or examination.

Problems. Through actual or specially devised problems presenting difficulties liable to be met in all departments — e. g. cataloging, indexing, aiding readers, hunting down hard questions by skilful use of bibliographic apparatus — the novice faces in advance many puzzling questions of after experience, and learns their true solution without the mortification and expense of mistakes in real administration.

As problems can be made to fit any requirements, the variety available is limitless, and the careful solution, discussion, and final criticism and suggestions by the teachers serve the same purpose as a moot court for a student of law. This repeated study of definite cases gives that self-reliance without which many able men fail in new undertakings from an unwillingness to trust their own powers.

Seminars. The seminar method of original investigation is applied to such library topics as are best treated in this way. Teachers and students are brought together in these conferences for frequent and famil-

iar discussion of the subjects before the school. Short original papers, summaries of books and articles read, new theories or strictures on old ones, reports on libraries visited and on their methods, discussion of difficulties in the daily work, and in all entire freedom of inquiry and criticism, make these seminars of the greatest interest and practical utility.

Library work. Each student has daily library work, supplementing the instruction and lectures and carefully supervised by trained teachers. Those taking the full course thus gain actual experience in all the varied duties of a great library, and so far as practicable, carry away tangible results of their work, with notes of criticisms and corrections.

The need of practice in methods of smaller and more popular libraries is met by utilizing the smaller Albany libraries, which require economical management and simple methods, and whose managers are glad to have them carried on by the students of the school under supervision of the faculty.

Visits and quizzes. Visits to libraries have ranked from the first as an important feature of the school. Both classes accom-

panied by the vice-director spend 10 days at Easter in visiting alternately the leading libraries in Boston and New York and their immediate vicinities, the many libraries opened to the school for such visits affording an unequaled field for comparative study.

Points peculiar to certain libraries or better studied there than elsewhere are specified in advance and sets of reports, catalogs, etc., are provided by which students can prepare themselves to gain more from the visit, and special reporters are appointed on specific subjects. Students are thus taught how to get most quickly and systematically from other libraries the lessons they have to teach.

With similar preparation, there are visits under guidance to representative houses, where can be learned to the best advantage so much as a librarian needs to know about publishing, printing, binding, illustrating, bookselling, book-auctions, second-hand bookstores, and other allied business.

Object teaching. Every article referred to in the lecture is, if practicable, at hand for inspection, and duplicates of blanks, forms, blank-books, etc., enable each student

not only to see, but also to have a sample to attach to his notes of the use, merits, faults, and modifications desirable for various special uses.

When an article too large or costly to be given as a sample is described, its size, best material, maker, cost, etc., are given, with a cut to accompany the notes wherever desirable and practicable, the purpose being to omit nothing necessary to insure to the least experienced the most practical good from these suggestions.

Blackboards are freely used, and the more valuable illustrations, tables, diagrams and book lists are printed or stenciled so as to supply each student with authentic copies for his notes.

Working models. Great pains have been taken to secure full-sized working models of many library fittings and appliances which can never be fully understood from descriptions, pictures, or even small models. Various kinds of shelving are illustrated by one or more tiers so that convenience, strength, ease of adjustment and interchangeability can all be reliably tested by each student. In loan systems students have opportunity actually to use

10 of the best selected from home and foreign libraries, outfits for which in full size are owned by the school so that books are charged and discharged exactly as in the libraries themselves, with the added advantage that the different systems may be worked side by side and every merit and fault compared much better than would be possible even by visiting the widely separated libraries using them.

Study by topics. When any subject is under consideration all methods applicable to its study are used. By thus approaching each subject on all sides at once, it is more quickly and thoroughly mastered.

Comparative study. While the methods, fittings, furniture, and technical appliances and supplies adopted for the state library have been selected with great care and with the needs of the school constantly in mind, it does not teach simply these methods and ideas, nor those of any individual or class of libraries or librarians. Different parts of the state library have been equipped, arranged, or treated each in an approved form different from the others, in order to give a better basis for thorough comparative study of leading methods. Library science is in-

terpreted in its broadest sense, as including all the special training needed to select, buy, arrange, catalog, index, and administer any library in the best and most economical way. Students have fairly placed before them all methods approved in successful administration, and are taught to select or combine from the various plans what is best adapted to any circumstances in which they may be placed. While the great advantages of specific directions are retained by giving what the teacher in each case esteems best, the different opinions held by others entitled to be heard are carefully noted and discussed, and prominent advocates of different systems present their claims in person.

Educational relations. Special stress is laid on teaching every student the true place of libraries and reading not merely in schools, colleges and universities, but also in the broadest conception of education. The library is recognized as the corner stone of educational work outside the regular teaching institutions, as the most important factor of the five great elements of home education: libraries, museums, extension teaching, clubs and official tests and credentials; and as the needed center round which all

these interests should naturally group themselves in each community.

As New York is the only state which maintains distinct departments in charge of these newer educational interests, each class is made familiar with their methods and interrelations, and specially the features most closely allied to library work.

Besides the state library proper, with its quarter million volumes, quarter million manuscripts and great pamphlet collections, the students have daily opportunity to study the administration of the capitol library, circulated among state employees, and of the nearly 500 traveling libraries which are constantly going out for the use of villages, schools, extension centers, study clubs, and of the numerous home libraries which supply the best reading to the poor children of the city of Albany.

Outline of course

JUNIOR YEAR

In junior year little attention is given to comparative study, the time being chiefly devoted to elementary courses on the most important subjects with the instruction and

practice without which students are unable to deal profitably with the broader senior course. The distinctively junior studies are:

Elementary cataloging. Practice under instruction and direct supervision in cataloging prepared lists of books illustrating all the main features of cataloging. Each student keeps as a future help his own complete catalog of 300 books, correctly arranged and furnished with guides.

Lectures on the following topics:

Best reference books for catalogers.

Anonyms and pseudonyms.

Catalogs: systematic or logical subject catalogs, author catalogs of public and private libraries; old book, auction and sale catalogs; dictionary and alphabet-classed catalogs, etc.

Catalog making: printed, manuscript, or card; author, subject, title, classed; dictionary or combined, catalog rules; size notation; cooperative cataloging; duplicated titles, print or photography, linotype, stencils.

Mechanical accessories: cards, cases and fittings, drawers, trays, blocks, checks, guides, labels, etc. Rudolph indexer and other patent devices.

Elementary bibliography. Practical bibliographic experience in the catalog, reference and order departments of the state

library in connection with lectures and quizzes on:—

Scope and utility of bibliography.

General and national bibliographies.

Trade bibliography.

Bibliography of special forms, anonyms, pseudonyms, etc.

Accession department work. Lectures and practice on:

Selecting and buying books, serials, pamphlets, ephemera; prices, discounts, duty free importation; auctions, old book lists; sale duplicates, exchanges, gifts; reception, checking bills, collation; plating, pocketing, embossing, private marking; accessioning; order slips, index and book, order and serial blanks.

Elementary dictionary cataloging. In January, lectures with instruction in preparing a dictionary catalog of 200–300 books covering all important subjects.

Elementary classification. Practice in classing selected books involving difficulties common to beginners.

Classification on shelves; in catalogs; in dictionary catalogs; systems of notation, figures, letters, symbols, combined; importance and advantages; difficulties; close *vs* broad classing; mnemonic features; basis of division; coordination of special subjects.

Shelf department work. Each student shelf-lists 350 books and preserves the sheets as revised. Book numbers are explained and practice given in assigning them.

Lectures on:

Arrangement of shelves; shelf numbers; shelf and book labels; fixed and relative locations; sizes on shelves; arrangement and preservation of public documents, pamphlets, papers, manuscripts, maps, drawings, and plans, music, broadsides, clippings; injuries, heat, gas, insects; stock taking; shelf-lists.

Loan systems. Ten representative loan systems for public libraries are in operation in working models at the school. These were selected with great care from the great number of systems in use at home and abroad as most valuable. The actual working of each system by means of the full size models made specially for the school gives an understanding of principles and their application otherwise impossible without experience in each of the libraries.

Lectures on:

Accounts with books and with readers; indicators; charging systems, ledgers vs cards; book cards, marks, pockets; call slips, readers' cards; notices, reserves, fines, registers; inter-library loans.

Bookbinding. Students must become familiar with all the processes through which a book passes in binding, by inspection of the actual work in the state library bindery and in visiting large library binderies and publishing houses. Practice is given in distinguishing binding materials and in judging work as to strength, durability, appearance and cost.

Relative cost and durability of binding materials; e. g. leatheret, muslin, buckram, duck, skiver, sheep, roan, buck and other imitation moroccos, Persian, Turkey and levant moroccos, Russia, calf, cowskin, pigskin, etc. Tight vs spring backs; sewing on bands, tapes, etc.; color; lettering. Paper covers and temporary binders. Restoring, mending, cleaning and oiling. Bindery in the building, cost of material and labor, graded scales of prices.

COMBINED JUNIOR AND SENIOR WORK

The best results are obtained by treating certain subjects as combined junior and senior work. Some of these are carried on during both years. Others are taken by the two classes together. The combined work is:

Reading seminar. Each student spends four hours a week during the entire course in familiarizing himself with the best old

and new books under direction of the faculty, the results being gathered in a weekly exercise in which both classes take part. In this work there is a great variety. A leading feature is a 10-minute report on a specified topic by a student previously appointed, practice being thus gained in gathering material and in speaking before such an audience as a librarian would meet in conferences with his most interested readers.

As part of this work the school also selects by vote the best new books of each month, being prepared to choose by study of the lists, notes and reviews in the *Publishers' weekly*, *Bookseller*, *Nation*, *Literary world*, *Critic*, *Dial*, *Athenæum*, *Spectator*, *Academy*, *Saturday review*, and similar journals, and chiefly in most cases by actually handling the new books.

Every Thursday evening the large tables in room 36 are cleared for the convenient display of the new books of the week, as the extent of buying by the state library with a book fund of \$15,000 and by the public libraries division with \$25,000 a year secures the weekly submission by publishers of copies for personal inspection of every-

thing published which either department may wish. Students have the best possible opportunity for training and experience in systematic, discriminating book buying as they study the work with the book board of five of the state library staff in making the selections for the state library, and capitol, traveling, extension and home libraries.

Each student keeps on separate slips titles of selected books with references to good reviews and is systematically trained in selecting the best current books in all fields.

Scope and founding of libraries.

Scope and usefulness.

Library as an educator; as people's university.

Library in relation to schools and the young.

Library lectures, museums, galleries, etc.

Library as a public recreation.

Founding. Extension.

Developing interest; by press, lectures, school, pulpit, societies, circulars, etc.

Legislation; national, state, local.

Raising funds. Securing gifts of books --Subscriptions, bequests, lectures, fairs, membership fees, taxes, government aid (remitted duties, public documents, foreign exchange, etc.). State aid, subsidies, traveling libraries, etc.



Catalog department, looking north

Government and service.

Constitution and by-laws for managers.

Appointment and tenure of officers.

Trustees. Managers. Committees.

Director or chief librarian. Qualification. Duties. Supervisory, financial, publishing and other executive methods.

Staff. Assistants, catalogers, janitor.

Daily hours. Vacations.

Titles and duties.

Salaries.

Rules for staff.

Regulations for readers.

Readers' qualifications: user's age, residence, guarantees, references, registration.

Fees and assessments. Free use.

Hours of opening. Evening opening.

Closing. Sunday, holiday, vacation, examination.

Reference use: access to catalogs, librarians and shelves; reading-room rules; decorum in library.

Home use: number of books, time, delinquencies, fines, re-lending, restrictions, renewals.

Special privileges to readers: extra books; extra time; reservations; suspension of rules; excuses.

Injuries. Defacements. Mutilations. Losses. Thefts.

Library buildings. Plans of important library buildings, proposed or now building, are often submitted for suggestion and criticism. The school has also many such plans

submitted to it in previous years, so that the classes have an unequalled collection for study. Representative drawings are chosen from this collection as a basis for the building seminars and lectures. Each class also inspects personally from 10 to 20 representative library buildings during its course and makes its instruction much more practical by applying to criticism of these buildings, with a teacher's assistance, the principles learned theoretically.

Location. Provision for growth. Branches. Deliveries.

Materials and protection against fire. Library fires.

Plans. Number, size, and arrangement of rooms.

Storage rooms. Stacks, alcoves, galleries.

Reading rooms. Central halls. Small study rooms.

Administration and special rooms: cataloging, office, patent, newspaper, public document, duplicate, class, lecture, museum, art, chess, conversation, waiting, coat, toilet, etc.

Lighting. Natural and artificial; electric, gas, etc.

Heating and ventilation as affecting books.

Fixtures. Furniture and fittings. Shelving, counters, hoists, desks, tables, chairs, racks, cabinets, folio cases, etc.

Reading This includes work done during both years in reading seminars, and in reference work; also lectures of senior year on the following topics:

Reading and aids.

Methods.—e. g. Tasting, skipping, reviewing, systematic book marking, making synopses, abstracts, extracts, and index rerums.

Choice of editions.—Annotations, indexes, paper, type.

Courses of reading.

Fiction. Novel reading.

Reading of young. Juveniles.

Professorships of books and reading.—Lectures. Stimulus and guidance in schools.

Use of reference books.

Aids to readers.—Guidance, printed or personal.

Character of reading in libraries.

Literary methods and bookmaking.

Lectures, with practice so far as subjects admit it, on:

Methods.—e. g. Exact reference; standard sizes; use of colors; thought study; intercalation or card system; cooperative methods; records *vs* memory, abbreviations, contracted writing, note-hand, etc.

Appliances. Time and labor-saving literary tools and devices.

Clippings. Scrapbooks, files, boxes, envelops.

Notebooks, notetaking, abstracting, etc. Card system.

Indexing. Index rerums. Printed and patent indexes.

Authorship. Writing for press. Copy and proof.

Library printing and editing. Composition, presswork, papers, prices. Types for greatest legibility and skilful differentiation.

International and domestic copyright.

Library bookkeeping. Lectures on business methods and principles of bookkeeping for libraries. Full explanation of the best methods, supplemented by carefully supervised practice in writing up a few pages in a set of simple books for a library, including analyzed expense accounts for books, serials and binding, supplies, incidentals and salaries.

Library museum. The valuable collection on library economy and allied subjects, consisting of several thousand books, pamphlets, samples, blanks, etc. is minutely classified and indexed. It includes the entire collection made since 1876 by the American library association, that made by Columbia college from 1883-89, and transferred with the school to the University of the state, and important additions constantly gathered from libraries at home and abroad.

As this collection was widely known as the most complete ever made, it was used as a basis and added to from all sources in making for the United States authorities



Library school study room, looking northeast

the first important world's fair library exhibit. This was planned, collected, arranged, and elaborately classified, cataloged, indexed and cross-referenced at the Library school and during the exposition was in charge of its graduates in the U. S. government building.

Most important, at the close of the world's fair, October 31, 1893, the entire comparative library exhibit was deposited with the Library school as part of its permanent equipment. Access to the unequaled facilities at Albany is therefore obviously essential to the most thorough work in any department of library economy.

Personal collections. Students are required to gather for themselves and carefully annotate as complete a collection as possible of samples and other illustrative material, as one of the most important parts of their future working equipment. Besides general instruction in systematic notetaking, each teacher criticizes the students' notes in his subjects and suggests any modifications likely to make them easier of record or reference or otherwise more practically useful. Increasing stress is laid on this part of the school work because the

librarian more than almost any other literary worker has to deal with limitless material on all varieties of subjects. Therefore no training is of greater value than that which enables him to preserve in readily accessible form the results of work once done, so that it need not be repeated in detail when first impressions have become dull or are entirely forgotten.

SENIOR YEAR

Senior year is designed to qualify students for more important and better paid positions. The method of study is largely comparative and students are systematically trained not in a single good way for doing each thing as in junior year, but in knowledge of various systems, and specially of the principles that should determine which should be selected or what modifications should be made in adapting any method to local requirements. Students who are specializing are allowed so far as practicable to do more of their state work in the department chosen. (*See also* Admission to senior class, p. 30.)

Advanced bibliography. Lectures, with problems solved by the class and criticized by the instructor.

The following four examples illustrate the nature of these problems:

“Make a reading list with notes on recent Russian history.”

“Make a chronologic list of the works of Louisa M. Alcott and works about her.”

“Prepare a complete list of books and articles on the housing of the poor.”

“Make for a travel club a select list of illustrated books on Italian art, architecture and antiquities.”

The year's work includes thorough instruction on the merits and drill in the use of the best author and subject bibliographies, selected from the remarkably full bibliographic library owned by the state.

Reference work. Lectures and quizzes by the reference librarian on methods of helping readers and on the books most used as the tools of the reference librarian. Actual questions asked by readers are given to the class, some to be answered at the moment, others after time for study. Each student brings to the class the answer he would give and states how he found it. The sources of information used are compared and the teacher points out the quickest and best method for each, with the reasons why

each book is best for each case, though for the next similar question another authority might be preferable.

Advanced cataloging. Comparative study and discussion of leading catalog codes, study of difficult and misleading cases in actual practice.

Advanced dictionary cataloging. Principles of dictionary cataloging reviewed and applied in making a dictionary catalog on more difficult subjects than in junior year. This, like other similar work, is retained as the permanent property of the student.

Advanced classification. Comparative study is made of all prominent systems of classification, and their various notations are applied to the same books in order to test more fairly their comparative practical value for different uses.

Also discussion of difficult cases in classification which arise in the large additions to the state library, and practice in dealing with puzzling cases that have been noted for this purpose from year to year.

History of libraries. The origin and development of libraries with a general summary of the history, resources, equipment, and methods of the leading American and

foreign libraries. The purpose of the course is to give needed information not elsewhere available in so compact and useful a form.

Original bibliography. Each student must submit by June 1 of senior year, either a subject or an author bibliography, or an annotated reading list on a subject approved by the faculty and not already satisfactorily covered.

The following selections from recent work show the kind of topics chosen:

Bibliographies: Hawthorne; Ben Jonson; Later 18th century English literature; Best 200 books on biography for a popular library; Select list of fiction for girls; Books on children's reading; Hudson river.

Reading lists: Suggestive list of books to be read before going to Europe; Church history; Some famous cathedrals; 10 great paintings; Books to be read before going to California.

Thesis. Each student must submit by June 1 of senior year, a thesis on some subject in library science approved by the faculty. It must show independent thought and research, and an intelligent grasp of the subject, and must be satisfactory in literary form and use of English.

Instead of this thesis the faculty may accept other written work of the student

which shows power to collect material, arrange it in logical order and discuss its meaning in creditable English.

Credentials and degrees

Passcards. These are issued to any person who passes one or more library examinations, regardless of age, sex, residence, or previous instruction. They show simply that the holder knows enough of each subject certified to meet the required test.

Certificates. A certificate is simply the equivalent of a series of passcards on a single form, and is issued when all examinations in a specified group of subjects have been passed.

First-year certificate. This shows that the holder has passed the entrance examinations, has completed satisfactorily the work and examinations of junior year and is officially recognized as a senior library student. This certificate is necessary for admission to the senior class.

Second-year certificate. This is designed to encourage systematic study of librarianship by librarians and assistants unable to leave their positions, and shows that the holder has passed all the examina-

tions, submitted a satisfactory thesis and bibliography and met all other requirements for a diploma except that of a year's residence at the school.

Diploma. This shows that the holder has met all entrance requirements, has received at least one year's instruction in residence at the school and has passed each examination of the two years' course with a standing of not less than 75 per cent.

Passcards and certificates may be for any subjects included in the examinations and may be earned by those who have taken summer school or correspondence instruction or study at home, but the diploma is issued only for a complete balanced course of which at least one year is taken at the school in order to profit by its extensive collections and apparatus and teaching facilities.

Honor credentials. If three fourths of all the required work is completed with an examination standing of 90 per cent or over, the credential is issued "with honor".

Degrees. There have been established the degrees B.L.S. and M.L.S. on examination, and *causa honoris*, D.L.S., for bachelor, master and doctor of library science.

B. L. S. The degree B.L.S. is conferred only on graduates who have met all requirements of the course for an honor diploma, and who submit diplomas or certificates from registered colleges (*see* p. 27-28) or pass examinations covering at least two full years of general college work. Thus the full course for which the degree is given includes two years of college work and the two years' technical work in the Library school, so that candidates can not earn a degree in less than four years after graduation from the academy or high school.

M. L. S. The degree M.L.S. is conferred only on persons of recognized fitness and character who after having received the degree B.L.S., have been successfully engaged for not less than five years in professional library work and who present a satisfactory thesis, bibliography or catalog and pass such further examinations as the faculty of the Library school may prescribe.

D. L. S. The degree D. L. S. is granted only for conspicuous professional merit and for distinguished services to librarianship, and only on unanimous vote of the regents as provided in their ordinances regarding honorary degrees.

Aid to students

Gifts. The receipt of gifts to be disbursed as fellowships scholarships or otherwise to deserving students in the Library school, is authorized, provided that such receipt and distribution be in accordance with the rules made by the regents or the library committee. The school has received much of its support from private gifts, services and money, and invites those interested in its work to contribute means to aid promising students who would otherwise be unable to complete their training.

Fellowships and scholarships. For the double purpose of securing better services for the state library, and to encourage higher attainments among library pupils, the chancellor is authorized to appoint the most successful students from the school as junior assistants in the state library, so far as the needs of the library may require and the appropriations for salaries allow, and graduates so appointed may be reported as holding state library fellowships, and undergraduates as holding state library scholarships. At least one fellowship yielding \$500 a year, shall be assigned to that gradu-

ate applying for the same whose record for the course and for any examinations or other tests of fitness prescribed shall be highest, and at least one scholarship of the value of not less than \$50 nor more than \$300 as may be determined in each case, shall be assigned similarly each year to that undergraduate in the school, who besides excelling in scholarship, can render, in addition to school duties, services in the library of the value of the scholarship assigned. All candidates must of course pass the state civil service examinations.

SUMMER AND CORRESPONDENCE COURSES

The Library school is maintained solely to advance general library interests, and its equipment gathered at large cost and with great labor by those specially interested in this important educational work is unsurpassed. The published results of the school work are widely scattered. Its success has been remarkable and the library classes conducted by its graduates at the Pratt and Drexel institutes and at the University of Illinois are giving instruction to a yearly increasing number. The growth in library interest has however been still greater and

we learn of hundreds of librarians and assistants anxious to profit by the school facilities, but absolutely unable to attend its sessions. In the spirit of modern librarianship the school hopes to carry to those who can not come to it some at least of its advantages, by means of the summer or vacation class and by correspondence teaching.

Experience shows that admirable results can be thus obtained, but obviously there are peculiar and serious difficulties in library instruction which for the best practical results must have systematic apprenticeship and extensive illustrative apparatus in connection with a large working library. Neither summer nor correspondence course offers a satisfactory substitute for the school but clearly our experienced faculty can use these means more effectively than any other agency. Plans for these courses were outlined in *Library notes*, 2:289-96, and the summer session opened July 1896.

Summer session. The first summer session of the New York state library school began July 7, 1896 and lasted five weeks. The members of the regular faculty give certain lectures, and for the direct conduct

of the school select graduates who from their library course and experience seem best adapted to this peculiar work. This summer faculty has every facility of the school and such assistance as is practicable. At the close of the course regents examinations are given, and certificates that the summer course has been completed are awarded to successful candidates. Obviously five weeks will allow study only of the simplest methods and most elementary work included in the 76 weeks of the full course, which is found hardly long enough for the work. Simple cataloging, classification, accessioning, shelf-listing, loan systems and some elementary work in bibliography and library economy are taken up.

As this summer course is given at the urgent request of library assistants who can not leave their positions for the full course, they have preference in admission, and there are few vacancies for those without library experience as a basis for the short five weeks' course. As the number of desks is limited, early application should be made. Only those who hold credentials for the completion of a full four-year academic or high school course, or its equiva-

lent, are admitted to the summer session. For those engaged in library work in the state of New York, and who meet the requirements for admission, instruction is provided without charge as part of the work of the public libraries division. To all others meeting the conditions for admission the fee is \$20 for the five weeks' course.

Correspondence course. Definite courses of study and reading to be pursued at home will be prescribed, systematic guidance and advice will be given, and work done will be criticized and revised.

This work will go on during the school year, and by the use of blanks specially devised to reduce correspondence and by skillful adaptation of the methods worked out by the most successful correspondence teachers of late years, it is hoped to aid substantially those working at home. Tuition fees will be only for time actually given to each student. Use of the school facilities will be free.

Addresses of those interested are filed and announcements of details will be sent as soon as prepared.



Room 51 Catalogers' collection

ALUMNI ASSOCIATION

In 1894 the alumni of the school present at the Lake Placid (N.Y.) meeting of the A.L.A. organized an association to cooperate in the work and promote the interests of the Library school, thus putting into the usual organized form the enthusiastic loyalty and readiness to help which has from the first in a marked degree characterized our students. Perhaps one of the greatest services of the alumni is in discouraging the application of candidates who would be unable to meet the high standards maintained and do successfully the hard work required. Students trained in the school from January 1887 through October 1897 have already filled 568 positions, among them being many of the most important in the country. Constant reports of increased salaries and the fact that where one graduate is employed trustees commonly insist on another for the next vacancy, are the best testimony to the practical value of the school training.

POSITIONS

The main purpose of the school is to provide satisfactory librarians, catalogers and assistants for the rapidly growing number

of libraries, public and private, town and college, reference and circulating, that wish help in starting anew or reorganizing with the best and cheapest methods, and in the modern library spirit. The registry of all students wishing positions, gives notes of qualifications, experience, salary required and position or kind of work and location preferred. To any library or individual wishing such services is recommended the student who seems best adapted to the work required. Every graduate is entitled to free registration and to such recommendations for vacant positions as his abilities and work while in school or elsewhere, have merited, but no definite promise whatever as to position or salary is made.

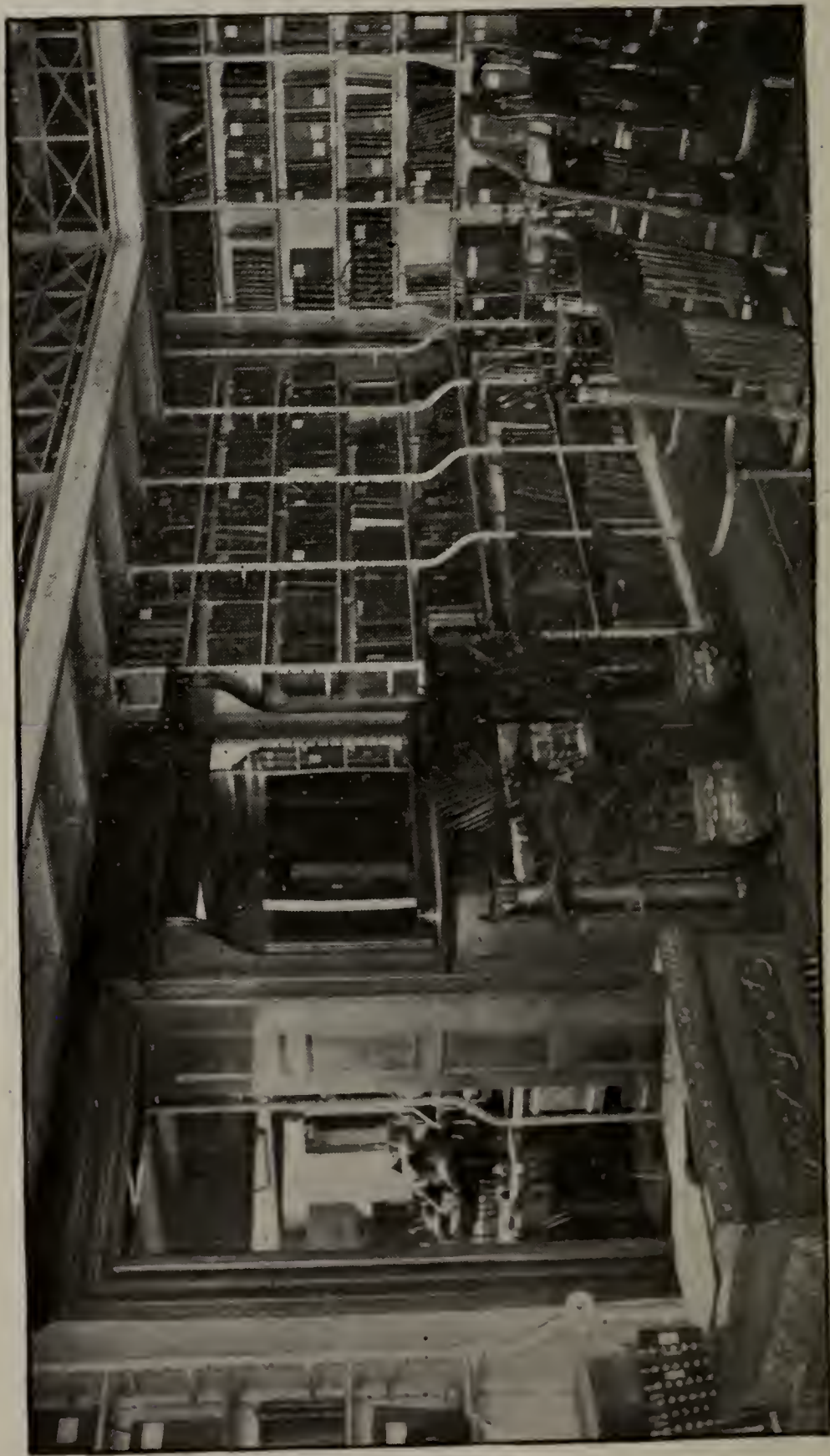
DIRECTIONS FOR APPLICANTS

Applicants for admission to the Library school should write for a copy of the following form:

APPLICATION FOR ADMISSION TO THE NEW YORK STATE LIBRARY SCHOOL

I have read carefully the handbook explaining the aims, methods and requirements of the Library school. 189

I wish to enter the school 189 ,
to remain for Below I give as



Room 51a Library school lecture room

accurately as I can the information required to decide my claim for admission.

1 Full name

2 Address

[Answer accurately, in your own handwriting. Where more space is needed, complete the answer on the last page, prefixing the proper number. The arbitrary scale in questions 5, 10 and 28 conveys a clearer idea than words, and care should be taken to assign the numbers accurately. The opinion of judicious friends will help greatly. The faculty needs these details in deciding which of the numerous candidates have the best claims on the strictly limited facilities of the school.]

3 Age 4 Married 5 Health

[Give here the figure fairly estimating your place in this scale: 4=very delicate; 5=delicate, but able to work; 6=fair; 7=good; 8=very good; 9=perfect.]

6 How many days have you lost in the past year because of ill health?

7 Have you any noticeable physical defect of any kind, e. g. in sight, hearing or speech?

8 Addresses of references who can speak positively of your character, abilities and experience.

9 Education. Give schools and years; if a graduate, degrees and dates of graduation.

[Forward if practicable with your application catalogues for years when you were in attendance.]

10 With what languages are you familiar?

[Mark against each the figure showing the degree of familiarity, thus: 2=slight acquaintance, can pick out common titles; 4=read with dictionary; 6=read fluently; 8=read, write and speak fluently. Use the odd figures for closer approximation; e. g. 5=read with slight use of dictionary. Use 9 for a mother tongue only.]

Lan- guage	Fa- miliar- ity	Where acquired ?	How much used? Where and how?
ENGLISH			
GERMAN			
FRENCH			
ITALIAN			
SPANISH			
LATIN			
GREEK			

11 To what extent have you pursued special studies or courses of reading?

12 What has been the character and extent of your general reading since leaving school?

13 If you use shorthand or the typewriter, note how many words per minute you can write, system or machine used, and extent of experience.

14 Library experience. What work?

15 Where?

16 How long?

17 When and why terminated?

18 Experience in other occupations, business, teaching, etc.

19 Do you take or read *Library journal*?

[If the answers to no. 19, 20, or 21 be "Yes" add length of time or extent of reading.]

20 Do you take or read *Public libraries*?

21 Are you a member of the American or any state or local library association ?

22 Do you wish to prepare for general library work or for some special department ; e. g. executive, cataloging, reference, or loan department ?

23 Have you a library position now in view ?

24 Do you wish to secure one on leaving the school ?

25 What is your motive in engaging in library work ?

26 How long do you intend to continue in library work ?

27 How low a salary would you accept for the first three years after leaving the school ?

[This question has no bearing on any engagement. Its answer enables us to advise candidates who hope for too high salaries at first not to enter on a course which will probably disappoint them pecuniarily.]

28 Add any farther facts as to personal abilities, habits, tastes, or experience that occur to you as likely to influence your success in library work ; e. g. as to

order	quickness	tact
methodical habits	memory	earnestness
accuracy	executive	enthusiasm
	ability	

[The most compact answer can be given by marking opposite each word 2, 4, 6 or 8 as in question 10, languages. Call 5 the average. If your memory, in your own judgment or by common repute among friends, is something better than the average, mark 6 under that word ; if decidedly above the average, mark it 8.]

When filled, mail to MELVIL DEWEY, Director N. Y. State Library School, Albany, N. Y.

THE LIBRARY OF THE

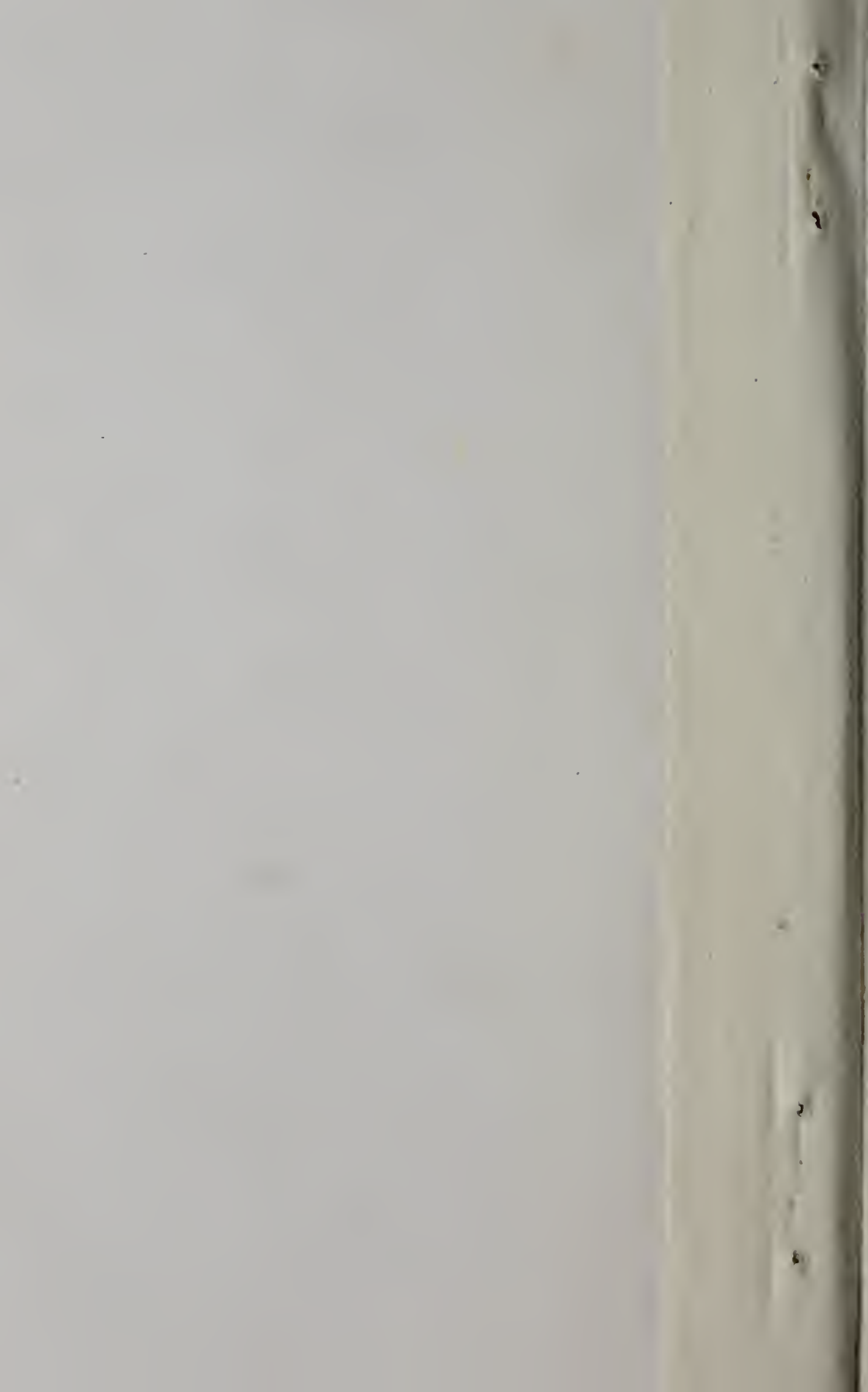
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UNIVERSITY OF ILLINOIS,



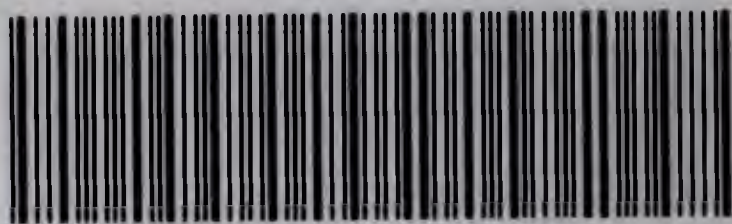
University of the State of New York

Institutions in the University	No. Jan. 1, 1898	STUDENTS 1896-97	
		Men	Wom'n
Universities and col- leges of liberal arts			
For men	23	3,331	9
“ women	5	2	2,217
“ men and women	6	1,717	852
Total	34	5,050	3,078
Professional and tech- nical schools			
Law	7	1,999	42
Medicine	15	3,790	235
Dentistry	3	499	12
Veterinary medicine	3	119	..
Pharmacy	5	623	21
Theology	14	757	15
Education of teachers	4	198	913
“ librarians	1	5	28
Music	4	155	515
Other	15	5,732	4,249
Total	71	13,877	6,030
Academies			
Academies (incorp.)	92	3,825	4,330
Senior acad. schools	2	208	40
Middle “	7	122	157
Junior “	22	498	368
Total	123	4,653	4,895





UNIVERSITY OF ILLINOIS-URBANA



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